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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: the effectiveness of media presentations in teaching research skills; language as a means of increasing perception; language arts curriculum planning and execution in the middle school; handwriting achievement and the visual-motor-perception abilities of first graders; a task model for the handwriting problems of the learning disabled; the effects of listening comprehension on children's reading comprehension; the performance of secretaries on job-related reading and writing tasks; an oral-aural-visual approach to writing skills development; a cognitive approach to beginning handwriting; encoding strategies in relation to vocabulary learning and recall; children's knowledge of letter names and the development of literacy; the effect of motor movement instruction on children's printscript; auditory blending as related to auditory discrimination; the relationship between auditory processing and reading achievement; the effect of synthesis-level concepts on low achievers; the relationships among various language abilities; computer materials and spelling instruction; and the educational emphasis of Mildred Agnes Dawson. (MAI)

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Abstracts of the following dissertations are included in this collection:

Barney, Ralph D.
THE STATUS OF LISTENING INSTRUCTION IN THE ELEMENTARY SCHOOLS

Brainard, Elsie Katherine
A STUDY OF THE EFFECTIVENESS OF SEVEN ALTERNATIVE MEDIA PRESENTATIONS ON THE TEACHING OF SELECTED RESEARCH SKILLS TO SIXTH GRADERS

Bullock, Ray E.
LANGUAGE AS A POTENTIAL MEANS OF INCREASING THE PERCEPTUAL ART ABILITY OF ELEMENTARY SCHOOL CHILDREN

Carlson, Earl Charles
LANGUAGE ARTS CURRICULUM PLANNING AND EXECUTION IN THE MIDDLE SCHOOLS OF A FLORIDA DISTRICT

Engleman, Mary Ann
AN INVESTIGATION OF HANDWRITING ACHIEVEMENT AND VISUAL-MOTOR-PERCEPTION ABILITIES OF FIRST GRADE STUDENTS

Gerard, Joyce Ann
AN INVESTIGATION INTO THE EFFICACY OF A TASK ANALYSIS MODEL FOR THE DIAGNOSIS AND REMEDIATION OF HANDWRITING PROBLEMS OF THE LEARNING DISABLED

Goldberg, Norman Jerome
A STUDY OF THE EFFECTS OF A SERIES OF LESSONS IN LISTENING COMPREHENSION, BASED UPON CHILDREN'S LITERATURE, ON READING COMPREHENSION IN SECOND GRADE

Heinemann, Susan Turk
THE PERFORMANCE OF SECRETARIES ON JOB-RELATED READING AND WRITING TASKS

Kinchen, Geraldine Marie
AN ORAL-AURAL-VISUAL APPROACH TO WRITTEN COMMUNICATIVE ABILITY OF SELECTED THIRD GRADE STUDENTS

Kirk, Ursula
RULE-BASED INSTRUCTION: A COGNITIVE APPROACH TO BEGINNING HANDWRITING INSTRUCTION

Krevoy, Susan Barbara
ANALYTIC VS. HOLISTIC ENCODING STRATEGIES IN RELATION TO VOCABULARY LEARNING AND RECALL

Kuhlmann, Sandra Ellen Muse
THE EMERGING MIDDLE SCHOOL LANGUAGE ARTS PROGRAM

Lehne, Gregory Kenneth
CHILDREN'S KNOWLEDGE OF LETTER NAMES AND THE DEVELOPMENT OF LITERACY

Marshall, Millicent
THE EFFECT OF INSTRUCTION IN MOTOR MOVEMENTS ON THE QUALITY OF KINDERGARTEN CHILDREN'S PRINTSCRIPT HANDWRITING

Masztal, Nancy Browning
AUDITORY BLENDING AS IT RELATES TO AUDITORY DISCRIMINATION AND MENTAL AGE IN FIRST AND SECOND GRADE PUPILS

Neuman, Susan Baime
AN ANALYSIS OF THE RELATIONSHIP BETWEEN AUDITORY PROCESSING SKILLS AND READING ACHIEVEMENT AT THE KINDERGARTEN AND FIRST GRADE LEVELS

Oliver, Jo Ellen
THE EFFECTS OF TRAINING IN SYNTHESIS-LEVEL CONCEPTUALIZATION UPON LOW-ACHIEVING FIRST AND FIFTH GRADERS INVOLVED IN A LITERATURE BASED CROSS-AGE TUTORING PROGRAM

Scheib, Vivienne Vera
THE RELATIONSHIPS AMONG THE VARIOUS LANGUAGE ABILITIES: ORAL READING, WRITTEN LANGUAGE, ORAL LANGUAGE AND VERBAL LANGUAGE IN GRADES ONE THROUGH EIGHT

Schrager, Sue
THE EFFECT OF COMPUTER PERSONALIZATION OF PRACTICE MATERIALS ON SPELLING INSTRUCTION

Simmons, Janice Louise
THE RELATIONSHIP BETWEEN AN INSTRUCTIONAL LEVEL IN SPELLING AND THE INSTRUCTIONAL LEVEL IN READING AMONG ELEMENTARY SCHOOL CHILDREN

Woolley, Dorothy Gayle Hightower
A STUDY OF THE EMPHASES OF MILDRED AGNES DAWSON IN THE EDUCATION OF CHILDREN IN THE AMERICAN ENGLISH LANGUAGE ARTS

THE STATUS OF LISTENING INSTRUCTION IN THE ELEMENTARY SCHOOLS Order No. 7823409

BARNEY, Ralph D., Ed.D. Brigham Young University, 1978. 226pp. Chairman: Ruel A. Allred

It was the purpose of this study to find to what extent teachers are consciously teaching listening skills in grades K-6 of the elementary schools. Among the specific questions to be answered were: (1) how is listening being taught--as an independent subject, or in conjunction with other subject matter; (2) what effect, if any, do the independent variables of background training, years of teaching experience, or grade level assignment have upon the dependent variables in this study; and (3) why are some teachers not teaching listening?

Analyses of variance were performed upon data generated by a survey questionnaire. Results indicated that uniformity of instruction is lacking in the elementary schools and the main reason teachers do not teach listening is because of the already overcrowded curriculum. Most elementary teachers who do teach listening teach it both as a separate subject and in conjunction with other subject matter. Finally, grade level assignment, more than any other variable, affects the status of listening instruction in the elementary schools.

A STUDY OF THE EFFECTIVENESS OF SEVEN ALTERNATIVE MEDIA PRESENTATIONS ON THE TEACHING OF SELECTED RESEARCH SKILLS TO SIXTH GRADERS Order No. 7820311

BRAINARD, Elsie Katherine, Ed.D. Rutgers University The State University of New Jersey (New Brunswick), 1978. 117pp. Chairperson: Robert P. Parker, Jr.

The purpose of this study was to assess the effectiveness of seven alternative media formats on the instruction of library research skills using selected reference books. In addition, the possible interaction between the student's reading level, sex and each alternative media format was investigated. The seven alternative media formats were: (1) Print, (2) Picture, (3) Sound, (4) Print/Picture, (5) Print/Sound, (6) Picture/Sound, and (7) Print/Picture/Sound.

One hundred and fifty-eight sixth grade boys and girls completed this fifteen-week study. The Ss were categorized into three groups according to reading ability, high, middle and low. Within these groups the Ss were randomly assigned to either one of the seven Experimental Groups or the Control Group.

Teaching materials were prepared especially for this study in order to provide for exact duplication of content in each of the seven formats.

A complete factorial arrangement of five variables (2x3x 2x2x2) provided the opportunity for testing by means of a standard factorial analysis of variance thirty-one null hypotheses. The five variables were Sex (M-F), Reading Level (H-M-L), Print (Present or Absent), Picture (Present or Absent), and Sound (Present or Absent). Each null hypothesis, including main effects and all possible interactions among these five variables, constituted a separate hypothesis to be tested. In all, there were ninety-three specific hypotheses since each hypothesis was tested separately for each of the three dependent variables.

There were significant Sound x Print ($p < .01$) and Print x Picture x Reading Level ($p < .05$) interactions for the Application of Research Skills Test and Iowa Tests of Basic Skills tests and a significant Picture x Reading Level ($p < .01$) interaction on the SRA Achievement Series test. There was relatively little evidence of learning as a result of exposure to the information as measured by any of the three dependent variables. The lack of dramatic gains as a result of exposure to the material reduces the sensitivity of the experiment to detect differences. While it is the case that more learning occurred in some treatments than in other treatments, the variations were relatively small and difficult to detect due to the limited cell size.

The students' exposure to the specific treatments may have effected their attitudes toward the material. For example, if a student found his assigned treatment uninteresting for his style of learning, this disinterest could have been reflected in his performance on the test.

There are two general conclusions which can be drawn from this study: 1. Different media combinations are likely to be differentially effective with students of different reading levels. 2. The presentation of redundant information in different modes and presented simultaneously may not be effective for all students.

LANGUAGE AS A POTENTIAL MEANS OF INCREASING THE PERCEPTUAL ART ABILITY OF ELEMENTARY SCHOOL CHILDREN Order No. 7810280

BULLOCK, Ray E., Ed.D. Ball State University, 1978. 150pp. Adviser: Dr. Daniel J. Reeves

The purpose of this investigation was to develop instructional methods to affect the visual perceptual abilities of young children.

Eleanor Gibson has described visual perception as the process by which we obtain firsthand information about the world around us. According to Gibson visual perception is a complex process of handling a multitude of visual bits of information or cues, so that a response to the information can be made. With these ideas in mind a series of language tasks were developed to encourage children to attend and respond to visual stimuli in order to investigate the extent to which language may modify or enhance visual perceptual ability.

The sample for this study was comprised of ninety-four fourth grade students in four intact classes in the Eastbrook Community School Corporation, Marion, Indiana. Three groups were randomly assigned to the experimental treatments and one to the control condition. One group received in-process language training while viewing and discussing color slides of paintings; a second group received language training by exposure to semantic differential scales while viewing the same paintings; a third group received a condensed and integrated version of the treatment received by the other two experimental treatment groups; while a fourth group served as a control section and received traditional art instruction, primarily working with common art materials without specific language instruction and without viewing color slides of paintings. The subjects in all four groups were pre- and post-tested using the Children's Embedded Figures Test (CEFT), the Motor-Free Visual Perception Test (MVPT) and the vocabulary subtest of the Stanford Diagnostic Reading Test (SDRT).

Data collected during this investigation was subjected to analysis of covariance techniques and, when significant ratios were obtained, follow-up t-tests were conducted. In addition, correlation coefficients were obtained to evaluate possible relationships between the three sets of measures. The confidence level for testing the null hypotheses was set at an alpha of .05. Review of the data led to the following conclusions:

(A) Subjects receiving a condensed and integrated version of the language treatment including in-process verbalization and exposure to semantic differential scales while viewing color slides of paintings achieved significantly higher Children's Embedded Figures Test scores than subjects in the Control Group. The resulting data indicated that treatment incorporating language training tasks was more successful in affecting perceptual performance than traditional art activities.

(B) Data analysis of treatment effects on subject performance as measured by the Motor-Free Visual Perception Test was found to be inconclusive. The statistical evidence indicates that although scores achieved by the three experimental groups on the MVPT did increase they were not significantly improved.

(C) Group performance on the vocabulary subtest of the Stanford Diagnostic Reading Test remained virtually unchanged. The abundance of verbal stimulation had no apparent effect upon language skills as measured by this instrument.

This investigation made no attempt to prescribe how subjects should respond to visual stimuli, nor did it infer that these responses were either desirable or inalterable. At the same time this investigation made no attempt to assess the aesthetic effects of language treatment. The findings suggest, however, that the inclusion of language tasks may stimulate and increase perceptual activity and ability thereby aiding children in developing perceptual skills.

The most important general finding in this investigation is the facilitating effect of the combination of semantic differential scales and auditory verbal in-process response as a mode of instruction to increase visual perceptual ability. This combination of language factors evidently influenced the subjects to process pictorial information more effectively, perhaps by directing their attention to the distinctive features of the paintings.

LANGUAGE ARTS CURRICULUM PLANNING AND EXECUTION IN THE MIDDLE SCHOOLS OF A FLORIDA DISTRICT
Order No. 7810932

CARLSON, Earl Charles, Ed.D. The University of Florida, 1977. 112pp. Chairman: Michael Y. Nunnery

The planning and execution of certain aspects of the academic curriculum of a decentralized Florida school district was the focus of this study. The language arts program of the middle schools of the district was used as a vehicle to determine the extent to which goals, objectives, and priorities were established, perceived, understood, and internalized, and to what degree teachers and administrators were committed to the goals and priorities as indicated by their programs of instruction. The participation of teachers and administrators in the curriculum planning process as well as their perceptions of the supervision or monitoring of curriculum implementation were also studied. Data were collected through a study of district and school documents and through structured interviews with eight district and school administrators and 26 teachers.

In the literature, numerous reports of studies were found related to management in general and management of educational enterprises in particular. Substantial research had also been done in curriculum planning and design. However, no empirical research was found describing adequate techniques and processes for translating theory into practice.

Widespread criticism of the public school system leading to such legislation as Florida's Educational Accountability Act of 1976, has placed the impetus on school administrators to conceive and bring about changes to meet legislative requirements. This has focused attention on the need to determine what causes the gap between what "ought" to be taught and what is in fact taught--to document process deficiencies in transforming managerial intentions into consumable instructions at the classroom level.

An analysis of the data led to the following conclusions: 1. The language arts academic program is characterized by a lack of clarity in the establishement of goals, objectives, and priorities both at the district and school levels for subjects other than reading. 2. There appears to be a lack of understanding of goals and priorities when judged by the diverse responses of administrators and teachers regarding their perceptions of goals and priorities. 3. Programs of instruction appear to have been determined by factors other than the attainment of predetermined goals. Responses of teachers indicated that their programs are shaped by materials available, fellow teachers' opinions, their perceptions of what pupils needed, or other factors, rather than by a carefully determined set of goals developed for the particular population of learners being taught. 4. There is widespread participation in curriculum design and goal setting among teachers but, with some few exceptions, only passive participation by administrators. However, the participation is not coherently organized so as to draw fully on the expertise of all teachers at the school level in the forging of a statement of goals and objectives with which all teachers could identify, and on which a viable program of instruction could be based. 5. The monitoring of the program is not such that a clear perception is gained of what is being accomplished and so that feedback needed for curriculum improvement is being obtained. This, along with other factors already mentioned, creates the impression of a lack of logical structure needed to optimize the academic program.

AN INVESTIGATION OF HANDWRITING ACHIEVEMENT AND VISUAL-MOTOR-PERCEPTION ABILITIES OF FIRST GRADE STUDENTS
Order No. 7819586

ENGLEMAN, Mary Ann, Ph.D. The Ohio State University, 1978. 229pp. Adviser: Dr. John O. Cooper

This investigation sought to determine a battery of tests which could be used to predict handwriting success or failure. Through administration early in grade one, individuals requiring individualized instruction in writing could be determined before poor writing habits were solidified.

The investigation also sought clarification of the process and task philosophies of assessment and teaching as they relate to handwriting.

Available tests of visual perception, motor coordination, and visual-motor integration abilities are reviewed and tests selected to assess these processes as subskills considered necessary for successful handwriting. Tests are also reviewed for evaluation of handwriting as a task or learned skill.

The first five subtests of the Slingerland Screening Tests for Identifying Children with Specific Language Disability, Form A, were administered as task tests. The Word Discrimination Test was selected to assess visual perception and the Bender Gestalt Test for Young Children and the Developmental Test of Visual-Motor Integration were selected as tests of visual-motor integration. No available test of fine-motor coordination was considered appropriate for this investigation.

The eight tests were administered in small groups and/or individually to 124 first graders in May, 1976. The process and task test results were compared with handwriting evaluations of actual classroom written papers, through statistical analysis, to determine the most effective combination of tests for use as a predictive battery for handwriting achievement.

Although a predictive equation did establish a battery of tests of significant value, it was evident that the process tests were inadequate in isolating and assessing the subskills involved in handwriting. The Bender Gestalt Test, however, was significantly correlated with handwriting and superior to the other test of visual-motor integration.

The Slingerland Tests proved to be significantly valuable in sampling handwriting under varied conditions, such as copying near, copying far, and using short term memory for copying. The task assessment has value as soon as some writing skills are attained. Further, even late in grade one the majority of the students have not mastered average writing skills, so assessment for remediation and information for individualized instruction is needed and available through the use of the Slingerland Tests.

AN INVESTIGATION INTO THE EFFICACY OF A TASK ANALYSIS MODEL FOR THE DIAGNOSIS AND REMEDIATION OF HANDWRITING PROBLEMS OF THE LEARNING DISABLED
Order No. 7813775

GERARD, Joyce Ann, Ph.D. Boston College, 1978. 280pp.

The first purpose of this study was to measure the efficacy of a task analysis model for the diagnosis and remediation of learning disabled students' handwriting problems. The second purpose was to determine the extent to which a set of conventional standardized tests of visual-motor processing, when viewed from the perspective of the task analysis model, might provide useful diagnostic information relative to learning disabled students' handwriting problems.

Forty teachers were randomly divided into four equal groups and each teacher randomly selected five learning disabled students from grades two to six with demonstrated handwriting problems. One group of teachers used the task analysis model (Experimental), one group used the recommended California State handwriting text (Standard Method), one group used any method they preferred (Any Method), and the fourth group received no formal instruction or supervised practice in handwriting (No Method). A pretest, five successive weekly tests, and a posttest were administered.

The teachers in the Experimental Group completed a programmed manual, attended a workshop, and passed a test concerning the use of the task analysis model. The teachers in the Standard Method Group attended a workshop on the use of the California State text. The other teachers received no training specific to this study. All students except those in the No Method Group worked on handwriting for fifteen minutes each day.

Using the task analysis model, the teachers in the Experimental Group diagnosed each student as exhibiting handwriting problems due to input, output, or association deficiencies. Three standardized visual perception tests were administered to each student. Using the distribution of scores on these three tests, each student was classified as exhibiting input, output, or association deficiencies.

Analyses of Variance and t-tests were performed on the collected data to determine differences in amount and rate of improvement over the seven testing periods for the four method groups and diagnosed deficiency groups within each method group. A gamma statistic was computed to determine the correlation between the two methods of diagnosis.

Results indicated that students in the Experimental Group improved significantly in their handwriting skills over the seven testing periods when compared with students in the other groups. The improvement in handwriting was identified as due to specific interactions between treatment and diagnosed deficiency. Results identified as exhibiting input and output deficiencies improved significantly over time. The handwriting of students in the Experimental Group exhibiting association problems improved slightly. The handwriting of students in the Standard Method and Any Method Groups who were identified as exhibiting input and association deficiencies did not improve over time. The handwriting of students in the Standard Method and Any Method Groups who were identified as exhibiting output deficiencies improved somewhat over time. Those students in the group with no method of instruction declined significantly in their handwriting proficiency over time regardless of diagnosed deficiency.

These findings imply that the task analysis model is a useful one for the diagnosis and remediation of handwriting problems related to the input and output dimensions of the handwriting task.

Results indicated that there was a significant agreement between a diagnosis derived from the distribution of scores on three standardized tests and the diagnosis of specific handwriting problem area as identified by teachers using the task analysis model. This agreement implies that the results of these three tests can be used to identify a student's specific handwriting problem area.

A STUDY OF THE EFFECTS OF A SERIES OF LESSONS IN LISTENING COMPREHENSION, BASED UPON CHILDREN'S LITERATURE, ON READING COMPREHENSION IN SECOND GRADE Order No. 7819739

GOLDBERG, Norman Jerome, Ed.D. Boston University School of Education, 1978. 202pp. Major Professor: Roselmina Indrisano

The purpose of this study was to investigate the effect of a series of original lessons, based upon selected children's literature, which were designed to improve listening comprehension skills of second grade students in the specific areas of sequence, details, and main idea and to measure the effect on reading achievement. The study was conducted on a sample of 146 subjects in second grade in a suburban Boston community.

The following measures were administered: 1) The Short Form Test of Academic Aptitude to yield IQ scores. 2) The Durrell Listening-Reading Series to yield listening and reading grade equivalent scores.

The quantifiable data were analyzed through Pearson product-moment correlation, analysis of variance, and analysis of covariance.

Analysis of these data enabled the investigator to reach the following conclusions:

Question 1: What are the differences in listening comprehension of those children who participated in a series of lessons in listening comprehension and those children who did not participate in the lessons?

Findings: There was a significant difference between the pre- and posttest scores when the sample was considered as a whole irrespective of treatment, sex, and IQ. The control group showed significantly greater gains in Total Listening when treatment was considered.

Question 2: What are the differences in reading achievement of those children who participated in a series of lessons in listening comprehension and those children who did not participate in the lessons?

Findings: There was a significant difference between the pre- and posttest scores when the sample was considered as a whole irrespective of treatment, sex, and IQ. There were no significant differences between the experimental and control groups.

Question 3: What is the relationship of sex to listening and/or reading achievement?

Findings: Girls showed statistically greater gains than boys in listening. There were no significant differences between boys and girls in reading.

Question 4: What is the relationship of intelligence to listening and/or reading achievement?

Findings: The high IQ group showed a statistically greater gain than the low IQ group in listening and in the Sentence Reading subtest. A significant interaction favored high IQ girls in the Total Listening subtest. The interaction of treatment, sex, and IQ, while not statistically significant at the .05 level, had a strong effect on Vocabulary Listening for high IQ girls in the control group. No interactions were reported in reading.

Summary

The data revealed: that listening can be taught and is measurable; that a series of original listening comprehension lessons, based upon children's literature, does not have a positive impact on reading achievement in second grade; that girls show larger gains in listening and reading achievement than do boys; and that the high IQ group shows larger gains in listening and reading achievement than does the low IQ group.

THE PERFORMANCE OF SECRETARIES ON JOB-RELATED READING AND WRITING TASKS Order No. 7821249

HEINEMANN, Susan Turk, Ed.D. Hofstra University, 1978. 192pp.

The major purposes of this study were: (1) to analyze the abilities of secretaries to perform job-related reading and writing tasks based on information obtained in their job manuals and/or other company publications; (2) to determine the relationship between the number of years the secretaries have been working at the company and their ability to perform certain reading and writing tasks; and (3) to determine the relationship of four factors of syntactic complexity used to analyze several samples from job manuals and other company publications and the secretaries' scores on the performance tasks.

To accomplish these purposes thirty-nine secretaries who worked for a major United States corporation in New York City from one to five years, were between nineteen and thirty years of age, and had graduated from high school, were chosen for the study. Eight job-related reading and writing tasks were administered to five subjects at one time during their work day and in a conference room in their place of employment. The directions and the materials that the secretaries had to read in order to obtain the correct answers for the performance tasks were analyzed for syntactic complexity. The four factors used to measure syntactic complexity were (1) mean length of T-unit, (2) mean clause length, (3) percentage of instances of embedded nominal clauses, and (4) percentage of instances of embedded nominal phrases.

Frequency counts and percentages were used to compute the kinds of responses and types of errors made by the secretaries on the performance tasks and to determine if there were any patterns to the errors they made. Analysis of variance tests were used to determine if significant differences existed between the secretaries' ability to perform each task and all the tasks, and the number of years they had been employed at the corporation. The Spearman Rho rank order correlation test was used to determine if there was a significant positive correlation between each of the factors of syntactic complexity and the mean number of incorrect responses.

Findings indicated that many secretaries (1) ignored directions; (2) had difficulty with basic punctuation, capitalization, and verb tense usage; (3) could not list events in order of priority; (4) could not distinguish main ideas from details; and (5) had difficulty in correctly replacing words in the cloze procedure. The most prevalent errors made by the secretaries were (1) following directions; and (2) capitalizing, punctuating, and using verb tense correctly. The number of errors made by a secretary varied from task to task.

There was no significant difference between the secretaries' ability to perform on any of the eight tasks and the number of years they had been employed at the corporation. There was no significant positive correlation between any of the four factors of syntactic complexity and the percentage of incorrect responses.

The conclusions drawn were: (1) The errors made by the subjects in carryong out job-related tasks revealed deficiencies in following directions, dealing with certain basic grammatical structures, and judging significance of events and/or main ideas. (2) A higher percentage of grammatical errors were made when secretaries were proofreading a letter written by another writer, than when they composed their own letters. (3) Although there were discernible patterns to the errors that secretaries made across all the tasks, there were less definitive patterns to the errors that a single secretary made throughout the tasks. (4) Contrary to the findings of other studies and investigations, there were no significant differences in the secretaries' quality of performance based on experience. The general reduction in writing ability of many young people and the changing role of women in our society might account for the discrepancy between this study and those found in the literature. (5) Contrary to previous research, the four factors of syntactic complexity did not appear to affect the secretaries' performance on job-related tasks. Two interfering variables were cited as possible reasons for these results.

Guidelines for the revision of the orientation program and the design of a secretarial training seminar were suggested. Guidelines for the redesign of some of the written materials published by the company were also made.

Suggestions for further research included investigation into reading and writing abilities needed for various levels of employment and different occupations.

AN ORAL-AURAL-VISUAL APPROACH TO WRITTEN COMMUNICATIVE ABILITY OF SELECTED THIRD GRADE STUDENTS

Order No. 7810865

KINCHEN, Geraldine Marie, Ph.D. The Louisiana State University and Agricultural and Mechanical College, 1977. 114pp. Supervisor: Professor Doris Conway

The major purpose of this study was to determine the effectiveness of a curricular sequence of oral language experiences upon the subsequent writing performance of a selected group of third graders. A secondary purpose of the study was to determine the effect of oral language practice upon children's written language usage and mechanics of English.

Hypotheses for the study were based on the assumption that the relationship between oral and written language might be used to bring about improvement in third graders' ability to write compositions.

Eighty-six third grade students from an elementary school in southeastern Louisiana comprised the sample for the study. A control group of 43 students received traditional language instruction. An experimental group of 43 third grade students participated in an experimental program which consisted of activities for oral language expansion and enrichment.

Pre-study measures were Form E of the Science Research Associates Assessment Survey, Language Arts and a composition, written in response to a picture stimulus.

Experimental group teachers used a series of lesson plans, prepared by the researcher, to expand and enrich the oral language experiences of the experimental subjects. The oral sessions, which included activities such as choral readings, story-telling, and puppetry replaced the regular language program. The two control classes received no treatment other than the traditional language program.

After a 12-week period of 30-minute daily language sessions, all participants were tested on the Science Research Associates Assessment Survey, Language Arts, Form F, and were asked to write a composition in response to a picture stimulus. Pre-study and post-study compositions were rated by a panel of three judges after practice in the use of selected criteria on compositions similar to those written by the study participants. Compositions were rated for overall quality using a five-point scale and the following criteria: coherence, logical sequence, and originality of ideas.

Differences between the post-test scores of the experimental and control groups were tested for significance through an analysis of covariance with the pre-test scores as the covariants. Results showed that the experimental treatment did not significantly affect the quality of composition writing of the experimental group. A significant difference, at the .01 level of confidence, was found in the experimental groups' performance on the standardized language test.

The investigator recommended replication of this study at other grade levels and for an extended period of time. Implications of the study for inclusion of oral language activities in the elementary language arts program merit further investigation.

RULE-BASED INSTRUCTION: A COGNITIVE APPROACH TO BEGINNING HANDWRITING INSTRUCTION

Order No. 7810888

KIRK, Ursula, Ed.D. Columbia University Teachers College, 1978. 161pp. Sponsor: Professor Jeannette Fleischner

This study was designed to investigate the validity of the premise that copying is a rule-based task and to determine the effects of rule-based instruction on the copying performance of kindergarten children as measured by pre- to posttest improvement and transfer of learning. Two instructional strategies for communicating rules to young children were evaluated: demonstration and verbal instruction. Results were analyzed quantitatively and qualitatively. A secondary purpose was to examine the effects of rule-based instruction on discrimination.

The subjects in this study were 56 kindergarten children between the ages of 4.8 and 5.9 years drawn from three parochial schools located within seven blocks of each other in Manhattan. Socio-economic status and ethnic backgrounds of the children attending each school were comparable. Kindergarten programs were similar in each of the schools.

Thirty-two letters were used in this study: 24 designated as "Instructed" were taught in 16 instructional sessions (four were given on the pre- and posttests; four on the second posttest); four classified as "Noninstructed" were also presented on the pre- and posttests; four categorized as "New" were given on the second posttest. The Slingerland Pre-Reading Screening Procedures: Test I was used to measure discrimination.

Three separate statistical analyses were undertaken. All statistical analyses involved factorial arrangement of treatment conditions and a randomized block procedure for assigning children to instructional groups: Demonstration, Verbal, Combined Demonstration and Verbal, No Demonstration-Verbal instruction. A pre- to posttest paradigm was used to measure improved copying and discrimination. A posttest analysis of variance was used to examine transfer of learning. Williams' (1974) scoring scale which yields a quantitative score for method and appearance was used to measure copying performance.

Results of the statistical analyses indicated that although performance improved on Instructed letters when children simply copied, greater gains were obtained when rule-based instruction was given. Only groups receiving instruction improved on Noninstructed letters. Evidence was produced for transfer of learning to totally new letters when demonstration was the instructional strategy used to communicate rules.

Both demonstration and verbal instruction had a positive effect on the copying performance of these kindergarten children. The effects of the strategies appeared to be additive. Mean scores obtained on the posttest by the group receiving combined demonstration and verbal instruction were higher than those obtained by the two groups receiving one component as the instructional strategy. However, demonstration appeared to be the critical factor involved in learning difficult letters and in transfer of learning.

Contrary to findings reported in other studies (Hirsch & Niedermeyer, 1973; Williams, 1976), discrimination improved significantly from pre- to posttest. There was no effect specific to rule-based instruction. Simple practice in copying letters appeared to be sufficient to improve discrimination.

For the qualitative analysis letters were classified according to the extent to which the three starting rules and three progression rules identified by Goodnow and Levine (1973) applied to their construction. Rules used in copying letters on the pre- and posttests were recorded. Rule observance was tabulated, summed, and converted into percentages for all children on the pretest and for children within instructed groups and within the control group on the posttests. The data were analyzed qualitatively by comparing these percentages. Qualitative analysis supported the premise that copying is a rule-based task. Application of rules facilitated the production of some letters and interfered with accuracy of production for others. Children in instructed groups used the starting and progression rules more consistently and more selectively on the posttest than did children in the control group. Some evidence supporting the idea that copying errors are rule-based was produced.

ANALYTIC VS. HOLISTIC ENCODING STRATEGIES IN RELATION TO VOCABULARY LEARNING AND RECALL

Order No. 7820240

KREVOY, Susan Barbara, Ph.D. University of California, Los Angeles, 1978. 122pp. Chairperson: Professor Merlin C. Wittrock

In line with the aptitude-treatment-interaction model (Cronbach and Snow, 1977), it was predicted that individual differences in ability to utilize analytic and holistic encoding strategies interact with instructional tasks and could be utilized as a predictor of vocabulary learning outcome. It was hypothesized that for students who are more competent in analytic than holistic processing, instructional tasks with an analytic-sequential organization would significantly increase learning and retention of vocabulary items in comparison to tasks with a holistic-simultaneous organization. It was hypothesized that for students who are more competent in holistic than analytic processing, holistically organized instructional tasks would produce greater vocabulary learning and retention than analytically organized tasks. Furthermore, on the basis of the generative model of learning (Wittrock, 1974), it was predicted that actively involving the student in the construction of meaning would significantly increase learning and retention. It was hypothesized that for students more competent in analytic processing and for those more competent in holistic processing, treatments calling for generative elaboration of concepts would significantly increase learning and retention of vocabulary items in comparison to control treatments without elaboration. To test these hypotheses, 161 first year college students were classified as either more competent in analytic or holistic processing, according to their scores on the Street Figure Completion Test and the Weschler Verbal Similarities Test, and randomly assigned to experimental and control treatments. A Newman-Keuls test showed that vocabulary learning and retention were significantly increased ($p < .01$) when there was a match between treatment and encoding strategy in comparison to when a mismatch existed. This test also indicated that vocabulary learning and retention were significantly increased ($p < .01$) by treatments calling for generative elaboration of concepts in both analytic and holistic strategies in comparison to the control treatments. These data suggest that compatibility between subjects' superior encoding strategy and task requirements and instructions to generatively elaborate the concepts may be an important contributor to successful performance with regard to vocabulary learning.

THE EMERGING MIDDLE SCHOOL LANGUAGE ARTS PROGRAM

Order No. 7817685

KUHLMANN, Sandra Ellen Muse, Ph.D. The University of Texas at Austin, 1978. 289pp. Supervisor: O. L. Davis, Jr.

I. Problem: The middle school movement, while only in its infancy, has had a significant impact on American public education. Interest in it has progressed from investigation of its history and general influence to more specific areas of concern and questions about its future. This study involved positing a description of the emerging middle school language arts program.

II. Procedure: The study involved several distinct phases. First, writings which present the background and history of the middle school language arts program were carefully studied. Second, a search of the literature on middle school language arts was conducted to identify characteristics of the program. Third, a questionnaire was prepared from these identified characteristics and was presented to middle school principals, language arts department chairpersons, and noted middle school authorities; these people indicated to what degree they believe acceptance and implementation of these characteristics are likely. Finally, conclusions concerning the nature of the typical emerging program were drawn.

III. Conclusions: The description of the emerging program was presented in terms of one example of the in-depth, on-going research that is needed in order to provide insight into the problem. There were four major conclusions: (1.) Understanding of the background of the middle school movement involves complex study. (2.) The literature indicates that a program which fits the nature of the adolescent is student-centered, is sequential, is flexible, stresses process, stresses basic skills, is individualized, and is innovative. (3.) Significantly, the questionnaires indicated that the schools were not implementing the higly student-centered characteristics of the program described in the literature, nor were they likely to in the future. (4.) Finally, all personnel interested in the middle school language arts program must involve themselves in in-depth study, on-going research, and curriculum study if they are to have the needed control over the present and the future of the emerging middle school language arts program.

CHILDREN'S KNOWLEDGE OF LETTER NAMES AND THE DEVELOPMENT OF LITERACY Order No. 7817795

LEHNE, Gregory Kenneth, Ph.D. Cornell University, 1978. 146pp.

The relationship between children's knowledge of letter names and the development of writing, spelling and reading skill was studied, as well as aspects of the development of these literacy skills themselves. While the research literature suggests that the development of writing skill is related to perceptual learning, the role of letter-name knowledge in this process is not understood. Research findings conflict about whether young children use acrophonic (letter name) correspondences in learning reading or spelling skills.

The research project tested 40 American kindergarten and 55 first-grade children using five literacy tasks; naming visually shown lower-case letters; writing letters in response to the letter names; spelling the initial sounds in words; and oral reading of real and pseudo-words. Kindergarten children were tested in December and April; first-grade children were tested in October, February and May.

Analyses of the results of testing show that there is no necessary relationship between children's knowledge of letter names and the development of writing skill: these develop as independent skills. Children used a capitalization strategy to avoid writing errors on the lower-case letters. Their writing errors mostly resulted in ambiguous graphemes due to a failure to specify the distinctive features of the letters. These errors are related to perceptual learning, not cognitive confusions between letters. Thus predictions based on E.J. Gibson's perceptual learning theory were confirmed. A developmental sequence was identified for the process of learning to write the set of letters in response to the letter names.

Children's spelling of the initial letter in words showed that they used an acrophonic (letter name) strategy. This strategy facilitated correct spelling for words beginning with certain consonants and 'long' vowels; it also resulted in frequent acrophonic errors. Children's spelling of multiple sound correspondences (/s/&/j/) shows the competing use of an acrophonic strategy with a strategy based on the most frequently occurring letter to represent these sounds.

Children also used an acrophonic strategy in reading. A developmental sequence for the early process of learning to read included a level where children 'read' words using the name of the initial letter to these words. Continued use of an acrophonic strategy facilitated correct reading of certain letters, while it also interfered with accurate reading of other words. The interfering influence of an acrophonic strategy was most evident in children's pronunciation of letters which have multiple sound correspondences (c & g). Children's reading of medial vowels in words was influenced by instructional methods as well as acrophonic characteristics of the initial consonants in the words.

These results were discussed with reference to perceptual and cognitive learning in the development of literacy, and implications for educational practice. Literacy was defined as the learning and use of relationships between different components of knowledge (i.e., schemata) for the visible representation of language. Children's use of strategies in developing literacy provides evidence for the cognitive construction of these relationships, after the primary information has been acquired through perceptual learning and stored as differentiated schemata. Implications for educational practice suggest that teachers could use representations of letters rather than letter names in instruction. Instructional use of ecologically whole or representative sets of information would avoid encouraging children to use limited strategies based on artificially constrained information. These techniques could be effectively incorporated into a variety of different teaching methods to improve the total educational program.

THE EFFECT OF INSTRUCTION IN MOTOR MOVEMENTS ON THE QUALITY OF KINDERGARTEN CHILDREN'S PRINT-SCRIPT HANDWRITING Order No. 7812310

MARSHALL, Millicent, Ed.D. The University of Tulsa, 1978. 108pp. Director: Professor Richard Hall

This study investigated the relationship between specific sequential instruction in motor movements and the quality of the discrete, lower-case, print-script letters of the alphabet when written by Kindergarten children who had no diagnosed physical or learning disabilities.

Six Kindergarten classes were selected by random stratified sampling and matched on socioeconomic status and age. Classes were randomly assigned to either a control (C) or an experimental (E) group. A program of sequential instruction in motor movements of the arm, hand and fingers necessitated when writing the discrete, lower-case, print-script letters of the alphabet by hand was devised for the experimental group alone and given for 40 sessions of 15 minutes duration each from the beginning of February 1976 until the middle of May 1976. A posttest of handwriting quality was constructed and given to all subjects in the sample ($n = 97$) within one week at the end of May 1976.

Three judges were chosen to assess the quality of handwriting, each having at least 10 years experience teaching Kindergarten children. Three sessions were devoted to the specific training and instruction of the judges in the assessment of three factors of quality of print-script handwriting according to prescribed criteria. Inter-judge reliability obtained by means of a Pearson product-moment correlation matrix was $r = .88$.

An analysis of covariance of the data, controlling for age, indicated a significant ($p < .05$) superiority of the subjects in the experimental group ($n = 47$) over the subjects in the control group ($n = 50$) on their performances on the test of quality of handwriting. Analyses of variance indicated a significant ($p < .05$) superiority of girls ($n = 54$) over boys ($n = 43$) on the posttest data but no significant difference between right-handed subjects ($n = 81$) and left-handed subjects ($n = 16$). The relationship between posttest data and the time taken by subjects in the experimental group to complete a sequence of motor patterns and letters was not found to be significant when a Spearman rank-order correlation was calculated.

The implications of the results for the implementation of instructional programs in print-script handwriting for Kindergarten children were considered in this study.

AUDITORY BLENDING AS IT RELATES TO AUDITORY DISCRIMINATION AND MENTAL AGE IN FIRST AND SECOND GRADE PUPILS

Order No. 7818712

MASZTAL, Nancy Browning, Ph.D. University of Miami, 1978. 97pp. Supervisor: Helen K. Smith

Purpose

The purpose of this study was to determine if the ability of first and second grade pupils to blend sounds into words is a function of mental age or auditory discrimination or a function of an interaction between auditory discrimination and mental age.

Procedures

The subjects for this study were first and second grade pupils from two Palm Beach County Schools. Both schools were identified by the Palm Beach County Program Evaluation Department as representative of middle to upper-middle socioeconomic levels.

Letters were sent to all the parents of the first and second grade students in the participating schools informing them of the study and requesting permission for their children to participate. Subjects were then selected from those students returning signed permission slips on the basis of the following criteria: all subjects were native speakers of English, had normal auditory acuity, and were not a member of a special class for the learning disabled, emotionally disturbed, mentally retarded or hard of hearing. In addition, each subject had an IQ of 85 or above and a mental age of 6, 7, or 8. A total of 160 students was tested with 107 meeting all criteria for the subjects in this study.

The Lorge-Thorndike Intelligence Test (1957) the Auditory Discrimination Test (Wepman, 1973), and the Auditory Blending Test (Experimental) were administered to each subject according to procedures outlined in the technical manuals. The order of testing was counter balanced on each set of eight subjects as an internal validity check. The Auditory Blending Test (Experimental), presented by means of a tape recording, tested each subject's ability to blend 10 monosyllabic words.

A multiple regression model was employed to test the three hypotheses of this study. The three predictor variables were mental age, auditory discrimination, and the variable produced by the product of mental age and auditory discrimination. The criterion variable was auditory blending.

Findings

The correlation coefficients provided by the BMDO2R Stepwise Regression Computer Program revealed slight but statistically significant correlations between the variables mental ages, auditory discrimination, and auditory blending. The highest correlation was between mental age and auditory discrimination (.35) followed by mental age and auditory blending (.28). The lowest positive correlation was between auditory discrimination and auditory blending (.25). The foregoing coefficients were statistically significant. The coefficient of correlation between the product variable, mental age X auditory discrimination, and auditory blending was negative (-.19) and not statistically significant.

The findings in relation to the three directional hypotheses indicated mental age and auditory discrimination do contribute significantly to auditory blending ability when not tested in conjunction with the product variable mental age X auditory discrimination. However, when all three hypotheses are tested at one time only mental age contributes significantly to auditory blending ability. Therefore, the best prediction model for auditory ability includes the predictors of mental age and auditory discrimination without the predictor mental age X auditory discrimination.

Conclusions

The following conclusions are based upon the findings and should be considered with reference to the limitations of this study:

1. Mental age is the best predictor of blending ability with auditory discrimination the second best predictor of the variables in this study.
2. The more mature the child is mentally and the higher the child's auditory discrimination score is, the better is the ability to blend one-syllable words.
3. There are factors other than auditory discrimination and mental age which contribute to the ability to blend monosyllabic words.
4. First and second grade children from middle, upper-middle socioeconomic environments are average or above average in mental ability, in auditory discrimination, and in auditory blending ability.

AN ANALYSIS OF THE RELATIONSHIP BETWEEN AUDITORY PROCESSING SKILLS AND READING ACHIEVEMENT AT THE KINDERGARTEN AND FIRST GRADE LEVELS

Order No. 7819513

NEUMAN, Susan Baime, Ed.D. University of the Pacific, 1977. 185pp.

PURPOSE: This study was designed to measure the effects of an auditory training program. The primary goal was to investigate whether auditory skills can be taught. A secondary goal was to determine if these auditory processing skills, as defined in the training program, facilitated growth in overall reading achievement.

PROCEDURE: Students from seventeen kindergarten and first grade classrooms in the Branford Public School System were chosen to participate in this study. Schools were randomly assigned to the experimental and control groups. The experimental group participated in the Auditory Processing Training Program, an instructional system using audio taped lessons and worksheets, five to fifteen minutes in length, three times weekly for a period of seven months. Both the experimental and control groups were exposed to the traditional basal program of reading instruction (Ginn 360). In order to equalize treatment among the experimental classrooms, controls were implemented regarding the environment, the teacher's role and the student aides. Three test measures were administered to assess growth in the student's auditory processing, visual perception, and reading achievement skills: the Auditory Processing Test, the Motor-Free Visual Perception Test, and the Metropolitan Achievement Test. Analyses of covariance were utilized to examine differences between the two groups. The Pearson product-moment correlation coefficient was computed to analyze the relationship between auditory and visual perception for the experimental and control groups. In addition, the treatment group was divided into three levels: high, middle, and low on initial reading achievement scores to determine which group was most affected by the instructional program.

FINDINGS:

1) The improvement in auditory processing scores for the treatment group was significantly higher than the control group, at the first grade level. The results at the kindergarten level are mixed, due to methodological problems which prevented collection of valid pretest data. Therefore all inferences about experimental effects are based on an analysis of post-test scores among students of different socioeconomic levels. These results indicated that the Auditory Training program was effective in developing sound blending skills among kindergarten children, but was not effective in the development of auditory discrimination.

2) There were significant interactions between the treatment group and sex on subtests of the Auditory Processing Test, with boys showing greater improvement than girls.

3) The treatment program was most effective among low or middle levels of reading achievement.

4) There were no significant differences in improvement in reading achievement between the treatment and control group at the first grade level. However, at the kindergarten level, the control group scored significantly higher than the treatment group on the Sound-Symbol Relationship subtest of the Metropolitan Reading Readiness Test.

5) Auditory and visual perceptual skills were highly correlated in both treatment and control groups.

CONCLUSIONS: Results of this experiment indicated that auditory skills can be taught. Improvements in Auditory Sound Blending, Auditory Sequential Memory and Auditory Visual Integration were significantly higher for the treatment group in the first grade. This was especially true for children at the low and middle levels of reading achievement. This improvement in auditory skills however, did not translate into increased reading achievement within the experimental period. It could be that significant effects will be in evidence later on, but further research will be necessary to explore this possibility.

Difficulties in testing these skills among kindergarten children severely limit the ability to measure treatment effects at this age level. A different experimental design will be necessary if further research is to proceed successfully.

RECOMMENDATIONS: Replications of this study using a heterogeneous population would augment the inferential conclusions drawn from this study. In addition, a simplified version of the program for the pre-kindergarten and kindergarten levels would allow for a true test of the usefulness of auditory processing training. However, due to the general finding that auditory processing skills are not transferable to reading achievement, new avenues of research emphasizing language improvement, particularly at the kindergarten level, are recommended.

THE EFFECTS OF TRAINING IN SYNTHESIS-LEVEL CONCEPTUALIZATION UPON LOW-ACHIEVING FIRST AND FIFTH GRADERS INVOLVED IN A LITERATURE-BASED CROSS-AGE TUTORING PROGRAM Order No. 7814957

OLIVER, Jo Ellen, Ph.D. University of Georgia, 1978. 190pp. Supervisors: George E. Mason and Robert Palmatier

This study was undertaken to determine the effects of two approaches to literature-based tutoring. Forty-one low-achieving fifth graders taught 43 low-achieving first graders twice weekly for a period of 15 weeks. All fifth-grade children received preservice and inservice training and read at least two stories weekly to the younger children and taught them a few words and letters. Experimental fifth-grade children were taught, by use of concrete objects, then letters, then words, and then stories, to discriminate, to abstract and to generalize, and finally to synthesize concepts from two or more stories and their own experience.

All children were tested for intelligence, reading achievement, attitudes toward reading, and self-concept. In addition, fifth-grade students were tested for ability to make conceptual responses and for ability to synthesize concepts on a criterion-referenced instrument created for this study.

[illegible] of the experimental and half of the control children at both grade levels were pretested (as per requirements of the Solomon Four Experimental Research Design). All of the children were posttested.

Except on self-concept and Reasoning subtests of the SRA-PMA at fifth-grade level and on reading comprehension at fifth-grade level, both experimental and control children received higher mean posttest scores than pretest scores. Analysis of variance, however, yielded significant differences between experimental and control children at the fifth-grade level on the subtest, Reasoning, SRA-PMA, on the total score, SRA-PMA, and on both scores of A Tentative Criterion Referenced Test to Measure Thinking Processes. When analysis of covariance was performed, using all the subtest scores on the SRA-PMA for which a significant difference between pretests of experimental and control children had been found, differences in Reasoning subtest scores of control and experimental children remained significant. Total intelligence score differences were not significant. When analysis of covariance was performed on the scores of A Tentative Criterion Referenced Test to Measure Thinking Processes, Total score, differences between experimental and control children were significant.

At first grade level, analysis of variance on posttest scores yielded significant differences between experimental and control children on Vocabulary subtest scores and Total scores of the California Achievement Test and on the Number Facility subtest of the SRA-PMA. When analysis of covariance was performed, using the pretests as covariants, the differences between experimental and control children were not significant.

Moderate correlation coefficients were found between the scores on A Tentative Criterion Referenced Test to Measure Thinking Processes and the total scores of the SRA-PMA, the Number Facility subtest of the SRA-PMA, the Reasoning subtest of the SRA-PMA and the Comprehension subtest scores of the California Achievement Test. Low correlations were found between the Verbal Meaning subtest of the SRA-PMA, the Vocabulary subtest of the California Achievement Test and A Tentative Criterion Referenced Test to Measure Thinking Processes.

THE RELATIONSHIPS AMONG THE VARIOUS LANGUAGE ABILITIES: ORAL READING, WRITTEN LANGUAGE, ORAL LANGUAGE AND VERBAL LANGUAGE IN GRADES ONE THROUGH EIGHT Order No. 7823414

SCHEIB, Vivienne Vera, Ed.D. Brigham Young University, 1978. 151pp. Chairman: H. Clifford Clark

The purpose of this study was to determine the relationship and differences in the grade equivalent scores among oral reading achievement, written language, oral language, and verbal language of primary, intermediate, and junior high students in grades one through eight in the Sunol Glen Elementary School, Sunol, California, during the school year 1977-1978.

It was found that all possible combinations of oral reading achievement, written language, oral language, and verbal language scores for grades one through eight overall, were found to be significant to the .01 level, thus indicating a high degree of relationship among the four variables, oral reading achievement, and written, oral, and verbal language.

It was concluded from this study that a child who speaks well, writes well and has a good vocabulary tends to read well.

THE EFFECT OF COMPUTER PERSONALIZATION OF PRACTICE MATERIALS ON SPELLING INSTRUCTION

SCHRAGER, Sue, Ed.D. University of Southern California, 1978. Chairperson: Professor Newton S. Metfessel

Purpose. The purpose of this study was to investigate the effect of personalized spelling practice materials used as a supplement to a state-adopted speller on the spelling performance of third grade public school students.

The following research questions were investigated: (1) To what extent, if any, did personalized spelling practice materials used as a supplement to a state-adopted speller improve the spelling performance of third-grade students on the Wide Range Achievement Test, Spelling Level I and on a test of the words drawn from the spelling lists to be learned in Lippincott's Basic Spelling, Book D? (2) To what extent, if any, did personalized spelling practice materials differentially improve the spelling performance of third-grade boys and girls on the Wide Range Achievement Test, Spelling Level I and on a test of the words drawn from the spelling lists to be learned in Lippincott's Basic Spelling, Book D?

Methodology. The study employed the Nonequivalent Control Group Design. The independent variable was personalized spelling practice materials supplementary to Lippincott's Basic Spelling, Book D. Personalized variables included, for example, the child's name, address, birthday, favorite food, toy and

television program. The dependent variables were general spelling performance (as measured by the Jastak Wide Range Achievement Test, Spelling Level I) and specific spelling performance (as measured by a test drawn from the spelling lists presented in Lippincott's Basic Spelling, Book D). The teachers in all the classrooms followed the procedures and time limits imposed by the curriculum specifications of the Glendale Unified School District. Subjects comprised 86 boys and girls in the third grade, in two suburban schools. To control for possible reactive effects, one school was randomly selected as the experimental group (personalized spelling practice materials) and the other school as the control group. Data were analyzed through Analyses of Covariance.

Findings. Analysis of the data resulted in the following findings: (1) Personalized spelling practice materials used as a supplement to a state-adopted speller do seem to significantly improve the spelling performance of third grade students on a standardized test ($F = 6.329$, $p = < .05$). (2) Personalized spelling practice materials do not seem to significantly improve the spelling performance of third graders on a test of the words drawn from the speller. (3) Personalized spelling practice materials do not seem to differentially improve the spelling performance of third grade boys and girls on a standardized test. (4) Personalized spelling practice materials do not seem to differentially improve the spelling performance of third grade boys and girls on a test of the words drawn from the speller.

Conclusions. The following conclusions seem to be warranted: (1) The addition of personalized variables to practice materials in a subject, such as spelling, did appear to significantly improve general spelling performance as measured by a standardized test; and (2) the finding that there was no significant sex differential contradicts current research. Personalization might provide an added interest factor for the boys. The question should be explored further.

Recommendations. Based on the findings and conclusions of this study, the following recommendations may be made: (1) A modified replication of the present study should be made in which (a) the duration of the treatment is extended to one academic year, (b) a larger sample size is utilized, (c) a different spelling series is used, (d) multicultural backgrounds should be included, and (e) remedial spellers should be examined as a subgroup. (2) Personalization could be applied to other learning situations, such as number facts, alphabetizing, literal comprehension, and the presentation of survival information, as a means of adding interest and stimulating enthusiasm.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

THE RELATIONSHIP BETWEEN AN INSTRUCTIONAL LEVEL IN SPELLING AND THE INSTRUCTIONAL LEVEL IN READING AMONG ELEMENTARY SCHOOL CHILDREN

Order No. 7810552

SIMMONS, Janice Louise, Ed.D. University of Northern Colorado, 1978. 131pp.

The Problem

The purpose of this study was to investigate the relationship of the instructional level in reading to an instructional level in spelling. Specifically, this investigation sought answers to the following questions: 1. Does a relationship exist between an instructional level in spelling and the instructional level in reading? 2. Can a child's instructional level in spelling be predicted with some degree of confidence by knowledge of the instructional level in reading?

Procedure

A total of fifty children, ten in each of grades two through six, comprised the sample. The instructional level in spelling was determined for each child by means of a spelling inventory constructed by the investigator. The inventory consisted of spelling tests for grade levels two through eight. The highest test level at which from 75 to 88 percent of the words were correctly spelled was designated as the instructional level. The instruction level in reading was determined for each child by means of the word recognition test of the Standard Reading Inventory, and was designated as the level at which testing was terminated minus one level.

The results of the spelling inventory tests and the word recognition tests were tabulated as grade placement scores indicating the instruction levels in reading and spelling for each individual. The correlation coefficient was computed for the instructional grade level scores in reading and spelling. A t-test for dependent variables was used to determine the significance of the correlation between the instructional level in spelling and the instructional level in reading.

Results

The correlation coefficient for instructional grade level scores in reading and spelling was found to be .9176. A t-test for significance of the correlation yielded a t value of 15.993. The correlation was found to be significant, with $p < .0005$. In 50 percent of the cases tested, the instructional level in spelling was found to be one grade level below the instructional level in reading.

Conclusions

1. It is common practice to select instructional materials for spelling at the grade level corresponding to current grade placement. The results of this investigation show use of such a method to select instructional materials was accurate in 18 percent of the cases studied, but would seem to result in either frustration or lack of challenge for the majority of students. 2. Thirty-eight children were found to have instructural levels in reading at the same level or above their present grade placement, while nineteen children were found to have instructional levels in spelling at their present grade level or above. The need to determine instructional levels in spelling is indicated in order to facilitate growth in spelling ability commensurate with growth in reading ability. 3. The instructional level in reading equaled or exceeded the instructional level in spelling in all cases studied. The student who has an instructional level in reading below the grade level in which he is placed cannot be expected to benefit from instruction in spelling using spelling materials that are at the grade level in which the student is currently placed. 4. The instructional level in spelling can be predicted with knowledge of the instructional level in reading. Such a prediction should be followed by careful monitoring of the child's performance at the instructional level in order that necessary adjustments can be made in the level of instructional material used.

A STUDY OF THE EMPHASES OF MILDRED AGNES DAWSON IN THE EDUCATION OF CHILDREN IN THE AMERICAN ENGLISH LANGUAGE ARTS Order No. 7819910

WOOLLEY, Dorothy Gayle Hightower, Ed.D. University of the Pacific, 1978. 327pp.

The Problem: The present study was designed to examine and explore Dawson's emphases on four strands in language learning for teachers and students of the American English language arts in the elementary schools of the United States of America. This study sought to find and isolate those major emphases made by Dawson in the language arts strands of oral language, reading, written composition, and grammar.

Procedures: Historical research procedures were utilized in this study. Primary source materials used in this study were: (1) personal interviews with Dawson; (2) correspondence from Dawson; and (3) books, articles, pamphlets, and leaflets written by Dawson. Secondary source materials used in this study were: (1) personal interviews with Dawson's co-authors, colleagues, organizational co-workers, and former students; (2) correspondence from Dawson's co-authors, colleagues, organizational co-workers, and former students; and (3) books, articles, pamphlets, and bulletins which outlined the historical and philosophical development of American English language arts from the 1890's until the 1930's.

Findings: Dawson believed that the scientific movement, with its emphasis on child development theories, learning theories, and objective testing, helped to formulate proper curricular content in language arts school programs. She adhered to a language arts program which supported practical and functional use of language. In all four selected language arts strands she emphasized subject matter and learning materials which reflected both children's interests and actual life experiences.

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